 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Molly Olsen  **Lesson #: 3 Facet:** Self-Knowledge

**Grade Level:** 8th  **Numbers of Days:** 4

**Topic:** Playwriting

**PART I:**

**Objectives**

**Student will understand that** being able to distinguish between details and larger story items will allow them to focus more on what is most important.

**Student will know that** deciding which parts of the story are most and least important will give them a better organized plan for how to approach each of the parts, putting more of an emphasis on the important parts in comparison to the larger ones.

**Student will be able to** do describe descriptive details alongside bigger parts in the story and determine which are parts of the story are most and least important.

**Product:** Youtube video featuring the student discussing the aspects of their story from the smaller to the larger parts.

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Common Core State Standards

* Content Area: English
* Grade Level: Grade 8
* Domain: Writing
* Cluster: Text Types and Purposes
* Standard: 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Rationale:** Being able to distinguish least and most important will allow students to learn to prioritize, which is an organizational skill they will use when it comes to homework, deciding what to buy and not buy on a tight budget, figuring out what they can and cannot have at their weddings, etc. etc.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

I will show the class an "example" of this kind of video and a "non-example" so that they can visually understand what I am looking for in the video. (Rethink) The teacher will score the video from based on a checklist given to students before the project began.

**Section II – timely feedback for products (self, peer, teacher)**

The teacher will score the video from based on a checklist given to students before the project began.

**Summative (Assessment of Learning):**

The final assessment of learning will come when they have presented their filmed scene made using the written play and iMovie. This will make students step into the place of someone (the main character) who has been made to be different from them. In this process, they’ll not only learn to use a valuable educational resource (iMovie) but they will also learn empathy through better understanding others during the writing process.

**Integration**

**Technology:** iMovie and Youtube will be used to produce a video which opens with the students name and the name of the fairy tale they are adapting.

**Content Areas:** Video-making, editing of video clips and sounds, and altered "public" speaking by using the website “Youtube.com” to speak through a video (non-direct) format.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

- Inverted Triangle: Students will think of the seven most important things about their story, place the most important information about their stories at the very top of the triangle and the less-important information at the bottom.  
- Three-Step Interview: Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions about the events they have chosen and the order they have decided to put them in. During the second step partners reverse the roles. By having to explain why they chose these parts of the story and put them in that order, they will have to truly evaluate their reasons for their characters actions.

**Section II – Groups and Roles for Product**

Students will be allowed to pick their partners to help film their video, but if there is a problem with this, then the students will be separated and will not be able to ask for opinions from anyone else.

**Differentiated Instruction**

**MI Strategies**

- **Verbal**: Students will be writing the order in which they are going to discuss their events or ideas in the graphic organizer, which they can use as reference to keep their Youtube video organized.  
- **Logic**: Students will be bringing order or organizing their ideas from largest to smallest so that they know which aspects of the story are most important to focus on, so that they don't spend too much time on something that simply isn't as important as others.  
- **Visual**: Students will be learning how to change perspectives with camera angles, or with the use of objects, to match what they are trying to portray in the story.  
- **Kinesthetic**: To portray largeness and smallness students will have to move around the room (or outside), whether it is through standing on something and eventually crouching, or simply walking down stairs. They will be moving their bodies to show how important their parts of the story are.  
- **Interpersonal**: The students will be have to work in pairs to complete these tasks, and communication between the two parties will be necessary in order to create the video correctly.  
- **Naturalist**: Students will be allowed to film these projects outdoors and utilize the large and small things just outside our window.

**Modifications/Accommodations**

**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

**Plan for accommodating absent students:**

Absent students will be asked to stay after for however long it takes for myself to explain the assignment, and will be expected to have completed the assignment by the next time the class meets, or the second time if appropriate.

**Extensions**

**Type II technology:**

iMovie is a video-making program which students will use to create a video which they will later upload to Youtube, a video-sharing website.

**Gifted Students:**

Gifted students may attempt to put music or other fun effects in their video, if they wish.

**Materials, Resources and Technology**

List all the items you need for the lesson.

- Internet access  
- Laptops  
- Video cameras or webcams  
- the iMovie program  
- Access to youtube.com for all students. (as it is occasionally restricted in schools)

**Source for Lesson Plan and Research**

If there are any issues understanding how to use iMovie see here:  
<http://www.apple.com/ilife/imovie/>, and here: <http://www.apple.com/findouthow/movies/>  
  
As all cameras are different, it’s difficult to explain in one go how everyone’s works. If we do have access to Macs with cameras inbedded, I would suggest students see this website: <http://www.ehow.com/how_8655096_use-imovie-record-webcam.html>  
  
A good guide with step-by-step directions on how to upload an iMovie to youtube can be found here: <http://www.iskysoft.com/article/imovie-to-youtube.html>

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)

**Day 1:**

- Hook: Show example video and discuss. (15 minutes)  
- Give a quick tutorial on how to use iMovie and upload a video to youtube. (30 minutes)  
- Ask students to write out their five details from their fairytale scene and then place them in order from largest to smallest in importance using the inverted triangle graphic organizer. (15 minutes)  
- Have students brainstorm individually ways in which they can show largeness and smallness. (20 minutes)

**Day 2:**

- Conduct the Three-Step Interview: Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions about the events they have chosen and the order they have decided to put them in. During the second step partners reverse the roles. By having to explain why they chose these parts of the story and put them in that order, they will have to truly evaluate their reasons for their characters actions. (15 minutes)  
- Ask students to rehearse what they want to say to the camera when they describe their details. (10 minutes)  
- Send students to designated stations in the same partners as they had for the interview, and have them attempt to record the videos. (45 minutes)  
- Discuss any issues found when trying to film, and attempt to fix them. (10 minutes)

**Day 3:**

- Attempt once again to film both partners videos. If there are any questions along the way feel free to come speak to the teacher. (40 minutes)  
- Show students how to insert opening headers at the beginning of their videos, and help students place them on their own videos. (20 minutes)  
- If there are any students ready to upload their video to youtube, do so as the teacher shows how you would do so. (20 minutes)

**Day 4:**

- Clean up presentations, upload videos to youtube, etc. etc. (30 minutes)  
- Present videos in small groups of four, and discuss their content, and what they think of each others stories and details. (50 minutes)

**Content Notes**

Students will know…..

Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)

- Students will understand that being able to distinguish between details and larger story items will allow them to focus more on what is most important.  
- Youtube can have glitchy days, if there is a problem uploading the videos then simply encourage the students to upload them at home, or allow time the following day in class to do so.  
- If there are problems with the partners, or if any students feel uncomfortable they may choose to work separately on their projects, or film in their own homes instead of in class. If they choose to film at home, they will be asked to read quietly or work on other homework while the other students film in class.

**Where, Why, What, Hook Tailor: Logical, visual, interpersonal.**

Students will know that deciding which parts of the story are most and least important will give them a better organized plan for how to approach each of the parts, putting more of an emphasis on the important parts in comparison to the larger ones. (See content notes) **Inverted Triangle**: Students will think of the seven most important things about their story, place the most important information about their stories at the very top of the triangle and the less-important information at the bottom. **Three-Step Interview**: Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions about the events they have chosen and the order they have decided to put them in. During the second step partners reverse the roles. By having to explain why they chose these parts of the story and put them in that order, they will have to truly evaluate their reasons for their characters actions.

**Equip, Explore, Rethink, Tailors: Interpersonal, Intrapersonal, logical, verbal.**

Students will be able to place details from most to least important, and show through visuals which are "big" or "small" parts. They will then edit to put titles at the beginning of the video (after a screencast of the teacher using iMovie and editing), which they will then upload the video onto Youtube.com.

**Explore, Experience, Rethink, Revise, Refine, Tailors: Bodily-kinesthetic, visual, logical**

Students will self-assess their original timelines on paper to determine if they want to make it more intricate. A teacher will later use a rubric to decide if the students events and ideas are complex enough to create or base a character from.

**Evaluate, Tailors: Logical, interpersonal, intrapersonal, verbal, bodily-kinesthetic, visual**

**Handouts**

List the items that need to be printed out for the lesson.

- The graphic organizer.

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Learning Styles**

**Clipboard:** Students will need to plan out ahead of time what exactly they are going to be saying and how they will go about doing it, before they will have the chance to film.  
 **Microscope:** Students will get to work with iMovie and learn how to edit using it. Editing can really be an exact science if you want a certain length or something cut or changed.  
 **Puppy:** Students who may feel embarrassed to film in such a public area as school will be allowed to film at home.  
  
**Beach Ball:** Students can film wherever they like, and show smallness and largeness in whatever creative way they wish.  
 **Rationale:** This project features many different kinds of thinking styles. Students must edit, film, organize, and speak into a camera clearly. All of these things cater to some sense of a student, and features multiple facets for a student to try something they perhaps wouldn't normally, but without a large grade or expectation being hung over their head as would be with a larger project.

**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

**Formative:** Students will organize details of their scene into small and large categories, and they will then decide which parts are the smallest (least important) to the largest (most important), and they will use different visuals to show largeness and smallness when talking about these details. They will edit the video in iMovie to put an opening title featuring the students name as well as the name of the scene they are depicting. The video will then be uploaded to youtube.com.

**Summative:** A written play version of a scene from a fairy tale will be written and then filmed using iMovie and presented as a video. The scene will feature a character different in some obvious way from the author.

**Rationale:** Students will understand that being able to distinguish between details and larger story items will allow them to focus more on what is most important. Being able to distinguish least and most important will allow students to learn to prioritize, which is an organizational skill they will use when it comes to homework, deciding what to buy and not buy on a tight budget, figuring out what they can and cannot have at their weddings, etc. etc.

**Rationale:** Exploring narratives will help students learn to write from other points of view, and learn to mold and adapt stories.

**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Content Knowledge:** Playwriting

**MLR or CCSS:** Common Core State Standards

* Content Area: English
* Grade Level: Grade 8
* Domain: Writing
* Cluster: Text Types and Purposes
* Standard: 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Facet:** Self-knowledge

**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**MI Strategies:**

- **Verbal**: Students will be writing the order in which they are going to discuss their events or ideas in the graphic organizer, which they can use as reference to keep their Youtube video organized.  
- **Logic**: Students will be bringing order or organizing their ideas from largest to smallest so that they know which aspects of the story are most important to focus on, so that they don't spend too much time on something that simply isn't as important as others.  
- **Visual**: Students will be learning how to change perspectives with camera angles, or with the use of objects, to match what they are trying to portray in the story.  
- **Kinesthetic**: To portray largeness and smallness students will have to move around the room (or outside), whether it is through standing on something and eventually crouching, or simply walking down stairs. They will be moving their bodies to show how important their parts of the story are.  
- **Interpersonal**: The students will be have to work in pairs to complete these tasks, and communication between the two parties will be necessary in order to create the video correctly.  
- **Naturalist**: Students will be allowed to film these projects outdoors and utilize the large and small things just outside our window.

**Type II Technology:** iMovie video-making program.

**Rationale:** Students will be able to use the video-making program iMovie to convey their messages, and ideas through a visual medium that also incorporates aural elements. This kind of presentation has the ability to reach more people than a presentation that is strictly visual or aural, or does not feature moving images.

**NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:** c.) Students will need to plan out how they want to portray the details they discuss in their video, using visual aids to show that a detail is large of small, meaning a big deal, or a smaller part of the story. This involves planning as well as complex and creative thinking. Using iMovie will allow students to try out a new creative program that conveys message through aural and visual methods.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**Rationale:** c.) Students will be filming wherever they want (within reason) with whatever props they want (again, within reason) to convey their points on video. If students are more shy around their peers, they may film their video at home. If students are more outgoing, they may work with a partner on filming their video. And while sharing in groups does along some interpersonal interaction, viewing videos with less people can not only get you better feedback, but also put some more reserved students at ease (as compared to projecting their video in front of the entire class when they're still learning to use the camera and iMovie).